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ABSTRACT

One of five individualized courses included in a parent involvement curriculum, this course covers physical, mental, social-emotional development of children ages five through thirteen, feelings of security and adequacy, understanding of self and others, and self-discipline. The course is comprised of two units: (1) Middle Childhood and (2) Later Childhood. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA)

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ED197182

# MOUNTAIN PLAINS LEARNING EXPERIENCE GUIDE:
Parent Involvement.

Course: The Middle-Aged Child.

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CE 027 812

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NATIONAL INSTITUTE OF EDUCATION

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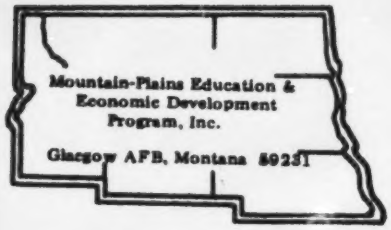


# Learning Experience Guide

COURSE: MIDDLE-AGE CHILD

DESCRIPTION:

The course consists of individual and group learning activity packages designed for guiding children through various stages of their development. Areas to be covered include: physical, mental, social-emotional development of children ages 5 - 13, feelings of security and adequacy, understanding of self and others, and self-discipline.

RATIONALE:

Based on the belief that parents are the key figures in developing the children's healthy personalities, the "Middle-Age Child" is offered to help parents function more effectively in their parental role. It introduces educational experiences that will give parents added knowledge and understanding and help them develop new methods of dealing with their children.

OBJECTIVE:

Identify the developmental characteristics of the child 5 - 13 and ways adults may guide this development.

PREREQUISITE:

Validation of Course 66.01 -- Interaction with Children.

RESOURCES:

No outside resources. All printed materials are attached to the LAP.

GENERAL INSTRUCTIONS:

Complete all the units required according to Student Work Plan. Complete Course Post Test with 80% accuracy.

**Principal Author(s):** B. Peterson

UNIT TITLES:

.01 Middle Childhood
.02 Later Childhood

FOLLOW-THROUGH:

Go to the first assigned unit.

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Mountain-Plains Education & Economic Development Program, Inc.

Glasgow AFB, Montana 59231

# Learning Experience Guide

UNIT: MIDDLE CHILDHOOD

RATIONALE:

The developmental characteristics of the child ages 5 - 9 is essential knowledge for guiding children through these various periods of development. The description of children at different ages are based upon the knowledge which has been secured through research in child development. The ideas are essentially practical and designed to help parents learn how to deal with their children in everyday life situations.

PREREQUISITE:

Validation of Course 66.01 -- Interaction with Children.

OBJECTIVE:

Identify considerations adults must be aware of as the child ages 5- 9 changes in growth and development in order to guide the child during these stages of his development.

RESOURCES:

Attached Information Sheets.
Group Discussion - Middle-Age Child.

GENERAL INSTRUCTIONS:

Complete the Learning Activity Packages according to Student Work Plan. Participate in all Group Activity Packages required. Complete Unit Post Test with 80% accuracy.

PERFORMANCE ACTIVITIES:

.01.01 Physical Characteristics
.01.02 Social-Emotional Characteristics
.01.03 Feeling of Security and Adequacy

Principal Author(s):
B. Peterson

.01.04 Understanding Self and Others
.01.05 Self-Descipline
.01.06 Group Discussion - GAP

EVALUATION PROCEDURE:

80% correct responses on multiple-choice test.

FOLLOW-THROUGH:

Go to the first assigned Learning Activity Package.

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Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Physical Characteristics (5-9)

OBJECTIVE:

Identify physical characteristics, changes and needs of children ages five through nine years.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Physical Characteristics of the Middle-Age Child".

PROCEDURE:

Steps

1. Read "Physical Characteristics of the Middle-Age Child", paying particular attention to physical changes: large muscle, small muscle and handedness.
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

**Principal Author(s):**
B. Peterson

## PHYSICAL CHARACTERISTICS OF THE MIDDLE-AGE CHILD

PHYSICAL CHANGE: During middle childhood, the years between five and nine, all parts of child's body continue to grow, but the rate of growth has slowed down. When a child reaches the age of five, he is usually about twice as tall as he was at two. He is likely to be about three feet, four inches tall and to weigh about five times his birth weight. Children of the same age vary more in weight than they do in height. A five-year-old may be from about thirty-six to forty-five inches tall and weigh from about 31 to 45 pounds and still be a good size for him. For a six-year-old the normal range in height is from 39 to 49 inches and in weight from 39 to 50 pounds. Such differences among children are due to various factors not only inherited traits, but also nutrition, health habits and exercise. Many studies have been reported which indicate that children today tend to be taller and heavier than children 50 years ago. Some children are consistently large, and some are irregular in growth. Each part of the body grows according to its own rate, in unity with the child's growth as a whole.

Changes in the form and proportions of their bodies occur as boys and girls grow from infancy through adolescence. In general they progress from chubbiness of infancy to the long legged, more slender body of childhood, and then to the heavier and stockier adolescent. Among children ages five to nine there is wide variation in body shape, ranging from obese to skinny.

TOOTH DEVELOPMENT: Most children lose their first teeth during the sixth year as the six-year molars, which are the first of the permanent teeth, gradually push their way through the gums. Girls, being physiologically more mature, shed their first teeth a little earlier than boys. We are likely to recognize this period of dental change through the familiar and intriguing toothless grin of seven and eight year-olds.

LARGE MUSCLE DEVELOPMENT: By the age of five or six most children have mastered the basic motor skills, such as sitting, walking, running, jumping, pushing, grasping, and throwing. The young child's urge to be active seems to reach a peak at about five or six years of age. Children in kindergarten and first grade actually need opportunities for activities which utilize the large muscles. Many begin jumping rope between five and six years. They gain skill in balancing themselves on a rail, the top of a low wall, a narrow plank elevated at one end,or a tape or chalk-mark on the floor of the barn, garage, or nursery. They may develop enough balance to use roller skates with four wheels, though not ice skates with a single runner. Because of their limited balance, a tricycle is an appropriate vehicle for five-year-olds.

Children of six, seven, and eight continue to delight in strenuous physical activity. Any activity that uses the large muscles, emphasizing movement more than form, is likely to be enjoyed by all children of these ages.

SMALL MUSCLE DEVELOPMENT: They are now ready and able to begin to coordinate fingers and hands in simple small-muscle activities in which fine work is not expected, such as writing, sewing and craftwork. From about the age of five or six, there is great variation in the motor activities and skills of children. By about five or six years of age a majority of children can throw a ball, using only one hand. The steady improvement of motor skills is also evident as they run races, play games of chase, skate, jump, and gallop or dance in time to music. In the first grade, children are not ready to use their small muscles in fine writing, sewing or drawing. That is why most schools today begin with the printed form of writing, called manuscript, which seems easier for beginners.

By the end of the third grade, if conditions have been favorable, most children can do craftwork with tools that require some skill. Improvement in speed and accuracy of motor skills continues not only during middle and later childhood but also through adolescence.

HANDEDNESS: A preference for one hand or the other is usually apparent by about the age of three, and is likely to be pronounced by the time the child is five or six years old. Therefore, by the time children begin to learn to write, most of them have shown a definite hand preference.

There is some difference of opinion about what should be done when a child tends to prefer his left hand. Most specialists in child development and most educators in this country think it best to let a child use whichever hand he seems to prefer. Left-handedness does present some inconvenience in a right-handed world such as ours. Nevertheless, few parents and teachers try to change a child's hand preference once it has been established. Also, many left-handed children tend to be more ambidextrous than most right-handed children. This gives them an advantage in that they may be able to use both hands quite effectively, sometimes using one for a certain type of activity and the other for a different type.

The paragraphs above give only a general outline of the development of motor abilities and manipulative skills in children of this age. There is great variation from it in individual children in different environments. Overlapping is the rule; in other words some children are still doing at nine what others did at five.

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Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Social-Emotional Characteristics (5-9)

OBJECTIVE:

Identify social-emotional characteristics, needs and changes of middle childhood.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Social-Emotional Characteristics of the Middle-Age Child".

PROCEDURE:

Steps

1. Read "Social-Emotional Characteristics of the Middle-Age Child", paying particular attention to social-emotional changes within the age group and suggestions for handling them.
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

**Principal Author(s):** B. Peterson

SOCIAL-EMOTIONAL CHARACTERISTICS OF THE MIDDLE-AGE CHILD

As the child starts school, it is an event which makes a great change in his life and that of his family. He is now stepping out into a larger world. His close contact with his mother is decreasing. No longer are her care and concern always at hand. Many other persons are coming into his life. From now on, he is and will continue to be more on his own. He must depend increasingly upon his own efforts for his satisfaction and accomplishments. In the school group he is accepted for what he can do, not just because he is "our Bobby". He is taking steps away from dependence upon adults, and toward cooperation and friendliness with other children.

The social and emotional relationships of the preschool child were centered in his family. He imitated his parents' ways of behaving and tried in various ways to be like them - to identify with them by acting their roles and trying out their grown-up activities in his play. Later at adolescence, he will strive to be grown-up, to be like adults.

During the years in between early childhood and adolescence, he is learning to live with his own agemates - trying himself out in a society of his peers. Secure in his feelings that he belongs to his own family, he can now try to become a somewhat independent individual, to find out what kind of person he is in the eyes of others outside his family circle.

During these elementary school years, therefore, other children become increasingly important for the child's development. He begins to see himself through their frank eyes. He seeks their companionship. By the age of eight he has become quite responsive to others. His group is becoming more important to him than adults. He gains security from being accepted by them. Learning what other persons are like, how they behave, how one person is related to others, and how he himself stands with the group, helps the child develop his own idea of what kind of person he really is. He is growing as an individual in relation to others. Primarily, at this age, he compares himself to others, and rises or falls in self-esteem according to the skills he has. The widening circles of the child's life - home, school, neighborhood group, church, and the general community have a part in shaping the child's personality. What his reactions to them will be depends on the kind of person he has already become.

RELATIONSHIPS WITH ADULTS: Children at age five and six are usually more concerned with adult approval than with the approval of other children. When they first enter school, children are likely to have the same attitude toward their teachers and look upon their teachers as parent-substitutes.

They soon begin to establish some independence from adults and to seek affection, approval and esteem from children of their own age groups. They express this growing independence through telling the parent what a "meanie" he is, through little disobedient acts and by neglecting social behavior such as saying "please" and "thank you" and washing hands. However, youngsters of this

age continue to depend upon the home as their major source of support and guidance. The need for adult approval continues, often in conflict with their need for approval from their peers.

Studies have shown that, until about the age of seven, children are likely to mention members of their family as the persons they admire most. Then the prestige of parents tends to diminish. From this age to adolescence, a decreasing percentage find their heroes in their own family.

RELATIONSHIP TO MOTHER: At the beginning of middle childhood, children are likely to be obedient, cooperative, and loving with their mothers. Around first and second grades, they become "different" as they struggle for independence. At around eight however, the child is likely to intensify his relationship to his mother. He may become extremely sensitive to her, and want to control her thoughts and feelings as well as her actions. By the end of the middle childhood, however, a child is likely to want to spend more time with friends than with mother.

RELATIONSHIP TO FATHER: Since the emotional bond between father and the young child is generally looser than it is with the mother, there is less for the child to struggle against in his search for emotional independence. The child does not need to try so hard nor so violently to free himself from early dependence. The relationship, therefore, is likely to remain on a rather even keel. In general, throughout these years, the child respects, admires, and loves his father, and may obey him promptly when he may not obey his mother. Toward the end of middle childhood the nature of the relationship between father and child tends to change. A new enjoyment of each other as individuals, not just because of their relationship, begins to appear. They mutually appreciate each other's skills. This is especially true of boys and their fathers, as they become interested in some of the same things and enjoy sharing them with each other. They like to engage in masculine activities and exclude the female members of the family.

RELATIONSHIPS WITH CHILDREN (BROTHERS AND SISTERS): Just as every family is a unique individual, so every family is a unique group. However, certain aspects of relationships between members of a family are so common that they are likely to be found in most families. Any child's relationships to his brothers and sisters are likely to present problems to his parents. If children are fairly close in age, during their early years in school there are many interests and activities which they share sometimes happily and harmoneously, but often in competitiveness and jealously. Within the family there is likely to be much bickering, bantering, arguing and battling among these youngsters.

If the age difference among children within the family are greater, the relationships among them vary according to their stage of development, the size of the family, the emotional climate of the home, and the sex and personality characteristics of each child.

In general, the child from five to nine finds a brother or sister of preschool age an annoyance much of the time. He resents having the younger one tag along;

he does not want to be bothered with him. He is irritated when the preschool child touches his belongings and complains his parents "spoil" the baby.

However, if the little sister or brother is much younger, the school-age child is likely to be indulgent and affectionate toward the little one. If school-age boys and girls are put in charge of the younger ones, they may resent the responsibility a little, but they also enjoy the authority this gives them.

The young school child's relationships to much older brothers and sisters is likely to be a gulf that is hard to bridge. The older one is likely to be very critical of the behavior and manners of the younger one, while the younger one teases and mocks the older brother or sister for putting on airs and trying to be "bossy".

Parents, constantly struggling to keep peace among their fighting children, can usually find comfort in observing their children outside the home. If one member of the family is criticized or attacked, brother and sister almost always come to his or her defense. They close ranks in family solidarity and stand loyally and firmly by each other.

RELATIONS WITH OTHER CHILDREN: The kind of experience a child has had as a participating member of his family determines, to some extent, the kind of experience he will have as he moves into other groups.

There are a number of ways in which the child's needs and purposes are served by his belonging to a group of children of almost his own age.

1. With a group of his peers to support him, he can take the first step toward physical and emotional independence from his family.

2. He can try himself out against his agemates and face the reality of how "good" he is, compared with others of his own age.

3. He can start to develop the social skills he will need as an adult in order to get along with other people.

4. He learns to give and take, to be a leader and also a follower.

5. He learns to know what behavior, attitudes, and feelings are generally expected of him - as a boy or girl - at this age.

6. He finds companions with similar interests.

The amount of satisfaction a child gets at this age depends largely upon how he is accepted by the group. In some situations the child cannot withdraw from the peer groups, so his learning to adjust happily to it become a matter of primary concern for him. Since children of this age do not tend naturally to go out of their way to make a newcomer feel welcome, the problem of becoming accepted by the group is a challenge to the child.

At about the age of eight, children's increasing desire for group play gradually develops more definite groups whose activities follow some special interests. Feelings of loyalty to the group develops. Membership depends upon a mutual interest, but in other respects is not discriminating. However, children in one gang may discriminate against others just because they belong to other group - another gang, another team, another school, and the like. These groups generally do not endure as children change their affiliation from group to group and form new ones.

FRIENDSHIPS: At this age, friendships are developed through common interests and generally last as long as the interests remain. The relationship between two children is satisfying as long as they can understand and help each other. Since their interests are continually changing, their friendships, too, are likely to change often. As the child grows older and his interests last longer, he keeps the same friends for longer periods.

In groups and between pairs of friends, children of this age are likely to be very competitive. Each tries to outdo the other in skills. They may boast outrageously about what they could and would do if they had the opportunity to do it. However, they are to balance this personal rivalry with feelings of closeness as chums and some ability to cooperate in working with a group.

RELATIONSHIPS IN PLAY ACTIVITIES: Most children continue to delight in highly imaginative and dramatic play, and in creative activities. Boys still enjoy dressing up and playing such games as cops and robbers, cowboys, spacemen, and war; girls still enjoy playing house and school.

Children of these ages seek companions for their play activities of all types. A six-year-old may begin to enjoy games with simple rules and organization. Boys and girls of six and seven years still tease and fight; however, they gradually discard some of this kind of behavior as they learn to find satisfaction in activities with the group and want the group to like them.

However, seven-year-olds turn against each other easily, and can "gang up" in very unpleasant ways if their play is not supervised. This develops, by age eight or nine, into a real desire to belong to a gang. They still need guidance as well as the gang. In the Scout organizations, the Brownies, for girls, begin at age seven; for boys, the Cub Scouts start at eight. These are appropriate activities designed to satisfy the urge of boys and girls of these ages to belong to a gang, while still meeting their need for adult guidance.

DIFFERENCES BETWEEN BOYS AND GIRLS: Modesty about the body begins to appear during middle childhood. By age five, most children have learned the difference between boys and girls, and have been interested in how and why babies are born. Sex consciousness - expressed in interest and curiosity - tends to increase sharply between the ages of nine and eleven.

Between the ages of five or six and twelve, most children tend to prefer chums of their own sex. They feel little self-consciousness or restriction about physical

expressions of affection or anger toward each other. Boys are usually more quarrelsome than girls and express their irritation physically.

The following play activities are likely to become popular with six and seven-year-old girls; playing house, playing with dolls, collecting and trading, playing school, playing hide and seek, jumping rope, playing tag. Girls interest in playing with dolls decrease and they are likely to be interested more in collecting dolls and sewing for them.

The following play activities are likely to be popular with boys of this age: playing ball, playing tag, playing hide and seek, collecting and trading, playing house, playing school, playing marbles, playing imaginary adult roles. Playing ball seems to be the boy's favorite game; its popularity increases with age.

The eight-year-old delights in organized games and is insistent that his fellow players follow whatever rules of the game have been agreed upon. Any activity that uses the large muscles, emphasizes movement more than form, and reflects personal aspects of everyday life will appeal to almost all children of these ages.

STEPS TOWARD EMOTIONAL MATURITY: All through life we are likely to have some feelings about most of our experiences. Usually our feelings are mild; they may be pleasant or unpleasant, agreeable or disagreeable. When feelings become strong, they are called emotions. Emotions affect all experiences and relationships; they are likely to become the bases for attitudes, and to influence a person in all his responses and reactions to people and to situations. They are the source of much of the drive and energy which is used in day-to-day activities.

There are wide differences in the emotional behavior of children, just as there are in other aspects of their development. Most children have some emotional difficulties in the normal process of growing up. It is encouraging to remember that emotional behavior can be learned and unlearned. For many children the years in the elementary grades of school are relatively calm emotionally, as compared with the highly emotional preschool years and the greater turbulence of the preadolescent and adolescent years which follow. Nevertheless, emotional problems occur frequently among children in the primary grades.

LOVE: Practically all children love and hate. The child who has learned to love in his preschool years is usually able to establish friendly relations with his new school associates. It is the child who has been deprived of affection in his earliest years who is likely to be overdependent, dominating, withdrawn, or over-aggressive.

Despite their growing independence from adults and their obvious preference for the society of their agemates, children do not stop loving their parents. The child continues to need and love his parents as parents; there are usually other children around to meet this need for playmates, for "pals", or a gang. By the end of middle childhood, most children have come through the first period of great conflict between their loyalty and allegiance to their parents and to their friends,

and have an understanding of the different roles which parents and peers play in their lives. Being less dependent on their parents, they are able to love them more freely.

FEARS: New fears often arise in children at about age five. By that time the child is very aware of himself and has fairly specific ideas of harms which might come to him. Fears may arise out of a general feeling of inadequacy, anxiety, or insecurity. A child may feel fearful in any situation if he feels unable to cope with it. He may feel afraid because he feels guilty about some of his thoughts or actions. He may become afraid of dying, or fearful lest his mother or father might die.

As the five or six-year-old comes more and more to deal with reality, he tends to attach his fears to real objects. These may be animals, lightning, robbers, kidnappers, or other possible realities. His fears of these dangers may be out of proportion, but they are very real to the child. He also continues to fear imaginary menaces, such as ghosts, witches or goblins.

The first days of school may make a child feel afraid, especially if he is shy or overly dependent upon his mother. The strangeness of the room, the teacher, the other children, and the absence of the mother combine to make such a child fearful. There is nothing absurd or shameful about these fears; the child needs help in coping with new situations. Fears may be expressed differently. Aggressive acts may be an attempt to hide fear. A child who appears snobbish or refuses to join in activities of the group may actually be afraid that he is not equal to the situation.

HATE AND ANGER: Hate and anger are often expressed by children in the early years of middle childhood. Tempers tantrums may still occur in the primary grades.

Children from five to nine years become more and more able to handle their feelings of anger and hostility. As they grow older, they become better able to control outbursts of emotions and to direct their emotional energies into constructive activities. He may call names, taunt, or ridicule the person he is angry with, but these are less destructive ways of behaving than the earlier and more violent physical expression of hatred or anger.

By the time a child is eight or nine years old, he can learn definite ways of turning his emotional energies into acceptable channels. Active exercise in the form of a game, a race, carpentry work, or other activities takes his mind away from the cause of this anger. Such activities use up some of the physical energy released by the emotion and show him some methods of gaining self-control. It is difficult to reason with a child at the height of his anger or hostile feelings. After they have subsided somewhat, he may be reasoned with and sometimes can be helped by a parent to see the other fellows point of view.

In general, parents are wise to let the child know that they understand his feelings of hostility, and will help him find more acceptable outlets of expression for them.

EMOTIONAL GROWTH: It is more difficult to chart the path of emotional development than of other major phases of the child's growth. Not only do individuals differ greatly, but emotional responses are so interrelated with physical, mental and social development that it is difficult, if not impossible to deal with them separately. Some of the steps toward emotional maturity which children may be expected to take between the age of five and nine have been indicated. From very spontaneous and quite uncontrolled expressions of emotion, the child becomes increasingly able to control his behavior.

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Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Feelings of Security and Adequacy

OBJECTIVE:

Identify ways adults can foster feelings of security and adequacy to meet the level of the middle child's development.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Feelings of Security and Adequacy".

PROCEDURE:

Steps

1. Read "Feelings of Security and Adequacy".
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

**Principal Author(s):** B. Peterson

## FEELINGS OF SECURITY AND ADEQUACY

A person who feels secure is sure that he has a certain position and certain right just because of who he is; a child gets his fundamental security from the family to which he belongs. In a good family environment, each member of the family feels accepted by the others and has certain rights and privileges just because he is a member of that family. Each also has certain responsibilities to the others because he belongs to that family.

The child gets his feelings of security from his responsibilities to his family as well as from his rights and privileges. Wise parents give him simple responsibilities in early childhood and gradually increase the tasks as the child goes through middle childhood. By expecting each child to do his part, to be dependable so that other members can count upon his contribution just as he can count upon theirs, is an important part of helping him to feel that he really belongs.

Parents used to know what is reasonable to ask of a child of this age and also what their particular child can be expected to do. If they ask too much of a boy or girl, the youngster may get discouraged at the difficulty of the task, or try to shirk it because he knows he cannot do it well.

Children may help to decide what their own household responsibilities shall be. Boys and girls of this age like to participate in some of the families planning. It delights them to be included when plans are being considered.

HANDEDNESS: A problem which frequently troubles children during their first year or two at school is the problem of handedness. A definite preference for the right or the ieft hand is usually apparent by about the age of five, or at least by the time most children begin to learn to write. If the child does not have a definite hand preference parents can help in two ways: (1) by trying to see which hand the child really uses most naturally, and by not being unduly concerned about his use of his left hand, if it is the one he prefers. They can encourage the use of the right hand, but should not force it. In handing anyting to a child, parents may offer it to the child's right hand in order to encourage right-handedness. (2) Parents may teach new activities as right-handed, unless a child rejects this in favor of his left. It really does not matter much whether a child is right-handed or left-handed, except for the convenience of being right-handed in a world for right-handed individuals. It is adult's critical attitude toward left-handedness in children that causes the most difficulty. If a left-handed child is made to feel that he is odd or inferior, then left-handedness becomes a real handicap.

PARENT AND TEACHER APPROVAL: During kindergarten and first-grade years the approval of parents and teachers is of greater importance to children than is the approval of playmates or schoolmates. This is important to remember in helping the child to feel both secure and adequate. If Johnny has trouble in getting his kindergarten or first grade classmates to accept him, he can feel secure in the affection of his parents and teachers. If his parents and his teachers seem satisfied with what he accomplishes, if they call attention to his strong points and help him to work on his weak ones, the

child develops self-confidence because he feels that he is valued and respected by the persons most important in his life.

BELONGING TO THE GROUP: By the age of five or six, children become quite conscious of the fact that they are little boys or little girls, and want to act as they think proper for members of their own sex, mothers being the models for girls and fathers for boys. During their first school years when they want most to be like their parents, children begin to know that they belong to the social, religious, racial, and national groups to which their parents belong. In middle childhood the child comes to identify himself and others as "American", "Canadian", "Protestant", "Catholic", "Jew", "White", "Indian", or "Negro" and so on. Children of this age do not usually clearly understand what these groups stand for; they think of them as groups who do certain things in certain customary ways.

All too frequently, a child's acceptance of himself as a member of a certain racial, religious, or national group is hampered because he finds himself rejected by schoolmates who belong to other groups. Sometimes children even encounter teachers who, because of their own prejudices, are not able to accept pupils of certain minority groups. Such situations present a real challenge to parents. Children need special reinforcements of their feelings of security from the family to comfort them when they do not get a feeling of belongingness to the groups outside the home.

ADEQUACY AND SCHOOL: These early years of school are a crucial time for the child in developing feelings of adequacy. Feelings of adequacy depend chiefly upon what one is and what one can do, that is, on one's ability to accomplish what is expected. Most children encounter such expectations for the first time when they enter school. Parents do expect certain things of young children even in the preschool years, but ordinarily these are not set tasks that the child must accomplish. In school the child is for the first time trying to keep pace with a whole group of his own age trying to accomplish the same developmental tasks. Feelings of inadequacy, due to inability to keep pace with his group during his early school years, may cause a child to suffer from feelings of inferiority all through his school life and even later. These are the years in which he needs to establish himself successfully as a member of his own age group.

IN RELATION TO READINESS: A child's development can be fastened but not forced. Children should make progress in their own developmental tasks in their own good time. If an attempt is made to force them to acquire certain abilities before they are ready, their progress is slow and painful, and they may acquire a dislike for the task. They may also develop feelings of general inadequacy about themselves that will permanently retard their learning.

When a child is not ready to learn what most children of his age learn, an effort should be made to find the cause of his unreadiness in order to help him overcome it, if possible. If he is too young for the particular task to be learned, he can be helped by waiting until he is older. If his non-readiness is due to lack of certain types of experiences, he should be given opportunity to have these experiences.

Children in this period of middle childhood are, by nature, "gluttons" for learning. They want to know what things are, how they are made, where they come from, how they work, and what they are for. They really want to know. Parents and teachers should recognize the importance of using the child's natural curiosity and his varied interests to promote his mental growth. Not to take advantage of the child's eagerness to learn during these years in an appalling waste.

ADEQUACY IN MOTOR SKILLS: Most children learn to walk, to run, to talk, to care for their bodily needs, etc. As has been pointed out, most of the basic skills which children acquire in early childhood are the result of natural learning. From about the age of six years on, however, boys and girls begin to acquire specific skills which will vary from child to child.

The physical skills developed during these years of middle childhood are tremendously important to boys and girls of these ages. Ability to run fast, climb and jump well, throw and catch balls, skate, ride a bicycle, use tools, swim swiftly - these are only some of the motor skills which delight boys and girls between the ages of five and nine. In some ways they seem even more important to youngsters, themselves, than do the intellectual skills which they acquire in school. This is because such physical skills are greatly valued by other boys and girls.

Feelings of inadequacy may come from lack of these motor skills just as from lack of satisfactory achievement in schoolwork. It is important to give all children an opportunity to acquire and practice these motor skills. It is especially important to help the child who cannot find success and recognition in scholastic attainment to find physical activities in which he can excel, so that he may gain feelings of adequacy and receive recognition for his accomplishments in these areas.

In recognizing the contribution which physical skills make to the growth and development of boys and girls during these years of middle childhood, it is important to remember that there is also danger that overexertion may be damaging to health. It is wise to keep in mind the fact that every child needs rhythm of activity and rest, and that fatigue should be avoided.

In closing, it is well to reconsider the three major developmental tasks of this period. We have discussed the importance of individual physical skills to children of this age. Possession of such skills helps both boys and girls to be accepted by their groups and to feel adequate as persons.

Children of this age have a natural zest for learning; in addition, success in school is very important to them. For these reasons, a feeling of success - or at least of adequacy - in mastering the intellectual skills, is important in helping boys and girls to feel adequate and even to feel secure in their school world.

Next to his family, his school group is the greatest source of security for the child in kindergarten and the primary grades. A school child's sense of belonging comes when he feels that the group needs him, and that he has a place there whether he is large or small, bright or dull.

File Code: 66.04.01.00.A2-0

Date Published: 7/22/75

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Understanding of Self and Others

OBJECTIVE:

Identify how and when the child develops self identity and an understanding of his relationships with others.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Understanding of Self in Relation to Others".

PROCEDURE:

Steps

1. Read "Understanding of Self in Relation to Others", paying particular attention to how the middle age child develops self identity and an understanding of others.
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

**Principal Author(s):** B. Peterson

## UNDERSTANDING OF SELF IN RELATION TO OTHERS

By the age four or five the child feels that he is a person in his own right, so to speak, and he is eager to find out what he can do on his own. During middle childhood, the child's concept of himself develops as he demonstrates to himself and others his growing competence. His self-image is also greatly affected during these years by how his parents, teachers and peers feel about him.

About the age of four or five, the child watches adults with keen interest and tries to imitate their behavior. He begins to identify himself with others, especially his parents. By the time children enter middle childhood, most of them are capable of all the basic patterns of social response in their behavior toward others. They can be loving, considerate, courteous, and kind; they can be hostile, antagonistic, thoughtless, rude, and cruel. They also become more and more aware of the fact that the way they behave toward others influences the response of others to them. When Sam realizes that if he is unkind to other children they will treat him unkindly, he begins to have convincing reasons for controlling his behavior. In kindergarten, school or in neighborhood group play, children of this age are ready to learn that living satisfactorily with others implies a continuous give and take based on mutual understanding.

PLAYING THE ROLE OF ANOTHER: By the age of about five, children's dramatic play broadens beyond family and household scenes to include the activities of other persons whom they recognize as important figures in their world. The child shows by his interest in playing these roles of other persons that he is growing less self-centered. He tries to understand the attitudes and activities of others by putting himself in their shoes. He also gains a feeling of power by being - even if only pretending to be - a doctor, a policeman, a fireman, or some other important personage in the adult world.

When children enter school, teachers become models whose behavior boys and girls imitate, with pleasant or unpleasant portrayal of what teachers are like. The principal, the school nurse, patrol boy, and janitor are among the roles that first-graders frequently take. The mailman, engineer on a train, bus driver, airplane pilot, filling station attendant, groceryman - all the familiar figures in the child's world are likely to be represented in his activities.

This dramatic play now begins to serve as a means of learning about the society of which the child finds he is a part. He also becomes aware that there is a real world which does not revolve around them and of which they are not the center. He recognizes that it is a world shared by others. He tries to understand it and his own relationship to it. He is learning to comprehend his own roles and the roles of others in this world of his daily contacts and activities. Through such interest in the here - and - now, the child grows in understanding of himself and others.

ADULT GUIDANCE: During the years of middle childhood, the child recognizes that his world is run and directed by adults. He may, during the early part of this period, adopt his parent's attitudes toward him as his own view of himself. If his father and mother give him the feeling that they regard him as a good and satisfactory child, he feels self-esteem and is able to accept himself. The opposite is also true; if he feels that his parents do not accept him as a satisfactory child, he tends to look upon himself as both unloved and unworthy.

Boys and girls of this age usually accept adult guidance and strive to satisfy their own needs and wants within the structure of the rules which adults set up for them. Knowing that he must observe the limits set by these grown-ups gives the child a feeling of security.

Still secure as a member of his family unit, the child in the elementary grades begins to understand that he is an individual who must learn to think and act for himself. Still willingly accepting adult guidance, he sees that responsibility for his behavior in school rests more and more on his shoulders rather than on his parents. He should be encouraged by both parents and teachers to assume his responsibilities, both at home and in school, as rapidly as he is able to, and he should be given freedom to do so. He should not, however, be given greater responsibilities than he is able and ready to accept.

How rapidly the child can be released from dependence upon adults will, of course, depend upon his progress in understanding himself and others. This is true for the group as well as for the individual child. It is during these years of middle childhood that children begin really to be a group and become able to function as a group.

The school is one avenue through which the child learns those social skills necessary to get along with persons outside the family group. Any activity with their peer group offers opportunities for boys and girls to learn to live with their fellows. The behavior patterns they learn in this way will help them not only now, but in the future. Play activities with their peer groups are a very important part of the process of socialization for all children.

SEEING ONE'S SELF THROUGH OTHER'S EYES: Since the child of about five to seven still depends chiefly upon the approval of adults for his feelings of satisfaction, he tends to judge his own behavior according to whether it pleases or displeases his parents and teachers. He sees himself through their eyes.

Then comes a shift. He begins to realize that he must find a new identity for himself. It is no longer enough for him to be just the child of his parents. He turns toward his own age group, eager to belong. In his efforts to identify with his peers and to find a new identity, he begins to see himself through their frank eyes. He clings to his view of himself as a loved and accepted member of his family, but he also wants to be an accepted and valued member of his group. He begins to understand and accept the gang's evaluation of him. He becomes capable of criticizing himself, of facing his own strengths and limitations, of looking at himself and his achievements through the eyes of others whose standards may be different from his own.

The child is also beginning to look at his playmates and schoolmates through the eyes of his newly developing self, instead of through the eyes of the adults who had seemed so important to him. He compares himself to other children with an intense desire to be like them. Such new understanding of himself and others is a very necessary phase of a child's development.

WHAT WE MAY EXPECT: Because the cooperation of home and school and other community agencies is so very important during these early school years, adults who guide children should strive for mutual understanding of what to expect from boys and girls during this period. To expect too much is harmful; to expect too little is unfortunate. Evidences of growth in self-understanding and in understanding of others that may be expected as a child goes through the years of middle childhood are summarized below.

1. Discovering himself and others through knowing and understanding the world in which they all have their own roles.
2. Understanding and accepting his or her role as a boy or a girl.

3. Showing increasing understanding of his own roles and those of others in his group. Learning to understand his value to others and theirs to him.
4. Beginning to see why other children and adults behave as they do and that his actions may affect their behavior. Developing skills in approaching others which lead to satisfactory relationships; learning to get along with many different kinds of people, including difficult ones.
5. Learning to get an idea of himself based on the way that members of his group feel about him.
6. Becoming able to understand his own strengths and weaknesses, and to face his limitations without too much disturbance.
7. Developing some independence in his reactions to the approval and disapproval of parents and teachers, although still maintaining a favorable attitude toward them.
8. Learning to make more of his own decisions and to accept responsibilities for his own behavior. Wanting less adult supervision.
9. Developing attitudes that help him to face difficulties realistically. Being willing to discuss with an adult problems which arise in his relationships with other children.
10. Becoming increasingly more able to be critical of himself and less critical of others. Learning to accept differences in manners, speech, and dress, and not to make hasty judgments of others.
11. Being able to be friendly and comfortable with children of other national, racial, religious or social groups, while recognizing their differences.
12. Beginning to show a willingness to defend others who are wronged or injured.

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Date Published: 7/22/75

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Self-Discipline

OBJECTIVE:

Identify ways the adult may guide a child during his development of self-discipline, responsibility and freedom, and characteristics of this development.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Self-Discipline".

PROCEDURE:

Steps

1. Read "Self-Discipline", paying particular attention to ways children develop self-discipline and responsibility during the middle childhood years.
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

**Principal Author(s):** B. Peterson

# SELF-DISCIPLINE

During the kindergarten/primary years children present fewer disciplinary problems than during any other period of childhood. About the age of five children have usually developed what we call a "conscience", so that they know what is considered right and wrong behavior. By six or seven conscience has become quite strong and demanding. The desire for parent and teacher approval is very strong. Children learn to accept more and more responsibility for their own behavior. For these reasons the years from five to almost nine are likely not to be very difficult ones for parents. These are years in which children, if wisely guided, make impressive gains in self-discipline, accept responsibility and the amount of freedom they can handle. The fact that the child spends hours outside of his home means that he is less subject to discipline by his parents and more dependent upon self-discipline for the control of his behavior. Thus, these hours away from home put more responsibility upon the child because his parents cannot be directly responsible for his behavior all of the time. This time away from home also brings opportunities for greater freedom as his world widens beyond the family circle.

All of the child's newly acquired responsibilities and freedom are also being affected by school. Discipline by the teacher may replace some of the discipline which he received from his parents; however, adjusting to the school and observing rules makes increasing demands upon the child for self-discipline. With school work to be accomplished, the child takes on added responsibility. He must learn more and more to use his freedom wisely, lest he get into trouble. By the end of this period, each child is expected to be well on the way to becoming a responsible individual. It should be clear that the years from five to nine are very important ones for the development of self-discipline, responsibility and freedom. How can parents and teachers meet the challenge which this presents?

There must be some adult control of children's behavior at all ages from infancy through adolescence. There are some situations in which adults must insist upon certain kinds of behavior. A child must be protected against danger to himself or others, and he must not violate the rights of others. Limits must be set; stating when, where, and how to set them. The individual differences of children will have to be considered in setting up any rules of behavior. These differences are so great that all children of the same age are not capable of using wisely the same amount of freedom nor of accepting the same responsibilities.

The situations in which parents and teachers require obedience will not be the same for children five through nine as they were for the preschool child. In addition, they will change as children progress from kindergarten through the third grade. As they grow older, children can increasingly understand the purposes of rules. They can take more responsibility for their own behavior. This means that they should also be able to handle increasing amounts of freedom, both at home and in school. And, by the end of middle childhood, children need and should have the experience of group control, where responsibility for their behavior is assumed by children themselves. If parents and teachers remember that children of this age are seeking adult approval but find it difficult to accept criticism, they are not likely to encounter severe disciplinary problems.

Children during the years between five and nine should take on steadily increased responsibilities both at home and in school. The successful development of responsibility in a child depends upon how the adult applies his knowledge of children in general and his understanding of this individual child in particular to what he expects of the child he is guiding.

In every family, all members should participate in the duties of the home. Such tasks as making one's own bed, keeping one's own room tidy, helping to set the table and wipe dishes, taking care of pets, and taking care of the yard or lawn are responsibilities which children can acquire during these years.

At every age children need to experience varying degrees of freedom. At times they will have a limited choice within a controlled situation; at other times they may have a complete freeom of choice.

When Joyce is allowed a voice in selecting the clothes bought for her, she is learning how to choose. If the family is having dinner in a restraunt and Rick is allowed to read the menu and have some choice in what he orders, this can help him learn how to choose sensibly in regard to food values and reasonably in terms of prices.

These simple opportunities for choosing under controlled conditions provide a good background of safe experiences in making choices. Learning to make wise choices and decisions is essential for all of us if we are to be ready for democratic freedom.

At every age children should have opportunities for complete freedom of choice within the limits of the situation itself. A good example may be found in a child's use of his allowance. If he is to learn from the experience, he should be free to choose the way he spends his money. If he abuses it, his parents may have to control the amount of money over which they gave him control.

As in all other aspects of a child's behavior, the example set adults play a major part in the child's development of self-discipline, responsibility, and freedom during this period. The child is not encouraged to develop self-discipline when he hears his father say, "Yes, I'd like to give up cigarette smoking, but I haven't the self-control to do it." The child whose parents promise and then fail to do something will not learn responsibility from such examples of irresponsibility. The adults who demonstrate in their own behavior the self-discipline, responsibility, and freedom they hope to cultivate in the child, are using the most effective method of guidance.

Mountain-Plains Education & Economic Development Program, Inc.

Glasgow A.F.B., Montana 59231

File Code: 66.04.01.06, A2-4

Date Published: 7/22/75

# Group Activity Package

Student: _____

Date: _____

**TITLE:** Group Discussion (Middle childhood)

## OBJECTIVE:

Discuss ways the adult can give the middle age child opportunities to develop his feelings of security, understanding of self and self-discipline.

## EVALUATION PROCEDURE:

**Completion of group activity.**

## RESOURCES:

**Attached discussion questions.**

## PROCEDURE:

### STEPS

1. Divide group into three smaller discussion groups.
2. Each group review a different set of discussion questions. Discuss together as a group and determine the best possible answers.
3. Choose a spokesman or spokesmen to present your answers to the whole group.
4. Take part in discussion of all group presentation.

**Principal Author(s):** B. Peterson

# FEELINGS OF SECURITY AND ADEQUACY

Discussion Questions:

1. What household tasks can a child undertake at age five? Age six? Age seven and age eigh ?

2. Mary is seven years old. She is a sweet, quiet child who is neither accepted nor rejecte by her second-grade classmates. They seem hardly to notice whether she is there or not. Mary has asked her mother how she can "make the other kids want her." If you were Mary's mother, how would you answer her? What else would you do?

3. Martin is an unhappy boy of eight who has many fears. He gets angry quickly, and either picks fights with other children or wanders off alone. Although he is a bright child, he does not read well and makes so many careless mistakes in his schoolwork that he gets low grades. His six-year old brother Larry is much more attractive than Martin, agreeable to young and old alike, and successful both in physical competition with others his age and in his schoolwork. How may Martin's parents help him to develop feelings of adequacy without being accused by his brother of unfairness? What might Martin's teacher do? Who else might help and how?

4. Why are the physical skills which develop during these years important to children's feelings of security during this age period? To their feelings of adequacy?
What can parents and teachers do to help the child who has feelings of inferiority about his physical skills? Give some examples.

5. What are the major attitudes in a parent which help a child to feel secure and adequate? How can a parent know whether or not he is expressing in his behavior as well as words the major attitudes which help his child to feel secure and adequate?

# UNDERSTANDING OF SELF IN RELATION TO OTHERS

Discussion Questions:

1. Children of this age are capable of understanding that there is a cause - and - effect relationship between their own behavior and the way others treat them. If your child flares up in anger at you, how should you respond? Why? Why do you sometimes not respond as you think you should?

2. We have seen that most children during the early years of middle childhood tend to identify with their parents - boys striving to be like their fathers and girls like their mothers. In many instances, unfortunately, homes do not have both fathers and mothers. For example, Mrs. Smith is a widow who lives with her ten-year old daughter and six-year old son. She is concerned about helping her son to understand and accept his role as a boy, as a masculine person. Since he has no father with whom to identify, what can she do? Can you think of other examples of one-parent families, and discuss possible solutions for their problems?

3. Why is it especially important that home and school maintain close cooperation during the first years of school? Give an example of a situation in which the teacher must know something of a child's home and family in order to understand the child's behavior in school? Give an example in which parents must understand the child's situation in school in order to get at the cause of home behavior which puzzles them?

4. Most fathers and mothers want to be good parents. What is a good father like during the period when his child is five to nine years old? Describe him briefly. Do the same for a good mother.

# SELF-DISCIPLINE

Discussion Questions:

1. What are some limits you find necessary to set for reasons of safety for your children, age five? Or six? Seven? Eight?
   Do parents in your neighborhood agree about such limits? Would it be helpful if they tried to set the same limits?

2. If the child is failing to learn what he is asked to learn, if he does not do the required schoolwork, what are the causes? What would the effect be if the child is disciplined or penalized for failure to do his work? Are there more positive methods that might be effective?

3. What opportunities to choose wisely do you give your children?

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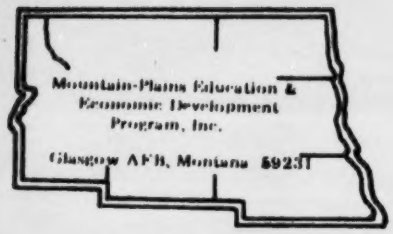



# Learning Experience Guide

UNIT: LATER CHILDHOOD

RATIONALE:

The developmental characteristics of the child ages 10-13 is essential knowledge for guiding children through these various periods of development. The description of children at different ages are based upon the knowledge which has been secured through research in child development. The ideas are essentially practical and designed to help parents learn how to deal with their children in everyday life situations.

PREREQUISITE:

Validation of Unit 66.04.01.00 - Middle Childhood

OBJECTIVE:

Identify considerations adults must be aware of as the child ages 10-13 changes in growth and development, in order to guide the child during these stages of his development.

RESOURCES:

Attached Information Sheets.

GENERAL INSTRUCTIONS:

Complete all the Learning Activity Packages required according to Student Work Plan. Participate in Group Activity Packages required. Complete Unit Post Test with 80% accuracy.

PERFORMANCE ACTIVITIES:

.02.01 Physical Characteristics
.02.02 Mental Characteristics
.02.03 Social-Emotional Characteristics
.02.04 Growth and Development Discussion - GAP
.02.05 Developmental Characteristics in Later Childhood
.02.06 Group Discussion - GAP

**Principal Author(s):** B. Peterson

EVALUATION PROCEDURE:

80% correct responses on multiple-choice test.

FOLLOW-THROUGH:

Go to the first assigned Learning Activity Package.

File Code: 66.04.02.01.A2-0

Date Published: 10-30-74

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Physical Characteristics (10-13)

OBJECTIVE:

Identify physical changes which occur between the ages of ten and thirteen years.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Physical Characteristics of Later Childhood (10-13)".

PROCEDURE:

Steps

1. Read "Physical Characteristics of Later Childhood (10-13)", paying particular attention to physical changes occuring during this age period.
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

**Principal Author(s):** B. Peterson

# PHYSICAL CHARACTERISTICS OF LATER CHILDHOOD (10-13)

The period which we are calling later childhood - from about nine to twelve or thirteen years of age - has two important aspects. First, it marks the end of childhood; and second, it ushers in the period of adolescence. Because of this it is often called preadolescence.

As we have seen in the preschool years, children grow at a very rapid rate which slows down in middle childhood. At the beginning of later childhood, this slower rate of growth continues. Research studies indicate that the years of least growth in height for most children are from age nine to ten for girls and from ten to eleven for boys. Changes in physical and organic growth are slow and gradual. However, the development of various parts of the body may be uneven. The legs frequently grow faster than the trunk, resulting in the rather long-legged, gangly appearance and is often typical of children around ten years of age.

About halfway through the later childhood period, there is a sudden and rapid growth spurt. This is often called the pubescent spurt, and gains in height and weight seem to be related to a child's sexual maturity. The peak of this growth spurt is reached for most boys at about age thirteen or fourteen and for girls from one to two years earlier. Growth then slows down for about two years.

There are great individual differences in the age of which this preadolescent growth spurt occurs among children and in how long it continues. It is likely to begin at any age between ten - and - a - half and fourteen - and - a - half and to end anywhere between fourteen and seventeen - and - a - half years. It is likely to last from two to four years in the development of an individual child. This means that some children may have completed their growth spurt before it has begun for others.

Children vary more in strength than in any other physical characteristic except weight. In the preadolescence years, boys generally grow stronger through development of the large muscles of the shoulder, arm and wrist. It is not unusual for a boy who is growing rapidly to find that he has less strength than he expects for his size. Muscles usually need time to catch up with the earlier growth in size of the body.

The development of the child's motor skills is closely related to his rate of growth. Generally, preadolescent children are eager, active, and alert. They are able to run fast and to get their wind again quickly. They readily develop skills in sports. Most children enjoy group games in which their skill depends in part on their ability to take into account what the other participants are doing.

During these years total energy expenditure is high, because of the spurt of activity. Energy requirements are about twice as high when children are engaged in activities such as bicycling as when they are playing quietly.

During later childhood manual dexterity increases. Speed of finger movement approaches adult levels less rapidly than do large-muscle activities, but fingers generally have developed to the point that activities such as playing an instrument or using a sewing machine can be very rewarding.

Posture may not be so good as it was in the child's earlier years and may become poorer as he approaches adolescence. Toward the end of later childhood he may also be somewhat awkward and clumsy as various parts of his body grow faster than others.

HEALTH: The years about eight to twelve tend to be the most healthy years of a child's life. There are a number of reasons for this. Children have been exposed to childhood communicable diseases in close contacts of classroom and streets. Many have gained immunity by having caught these diseases and they are not yet subject to the diseases of adults although danger from tuberculosis appears. Their interest in active games encourages sufficient outdoor exercise.

Toward the end of this period, children tend to eat well. They may consume great quantities of food, but they may resist eating a balanced diet, going overboard on certain kinds of food, such as sweets and being finicky in their table food.

Two aspects of health needing emphasis are care of teeth and adequate rest. Research shows that more than 15 percent of children have had some decay in their permanent teeth by the age of fifteen. In the same way that they do not appreciate their need for dental care, children at this age are not very sensitive to their need for rest. Their pursuit of many interests and desire for competitive games may result in overactivity. Toward the end of this period when the rate of growth and development has increased, children are more likely to become overfatigued.

An awareness of health as a matter for concern generally increases throughout this period. Around nine or ten the child may know the proper thing to do - or not to do - such as covering his mouth when he sneezes, refraining from drinking from glasses used by others, and cleaning a wound. By the end of the preadolescent years most children tend to assume more personal responsibility in these matters, some becoming disturbed about their health, particularly about acne, excessive perspiration, feelings of sluggishness and laziness, and awkwardness.

DEVIATIONS AND THEIR EFFECTS: When a child's growth is noticeably different from that of most children his age, he is likely to become quite disturbed about it. His awareness of being different and the reactions of other people to him because of it, may interfere with his social adjustment. Children are particularly sensitive to such differences because their relationships with other children are of primary importance. Not only their social relationships, but also their intellectual and physical functioning may be affected.

Some of the problems of physical development are:

1. Oversize - when a child is much taller than his agemates. Very tall girls feel especially self-conscious, and may have trouble getting along comfortably with boys.
2. Undersize - when a child is much smaller than his peers. This is more often disturbing to boys than to girls.
3. An extremely fast growth spurt. This may trouble a child because he fears that he will grow to be grotesque. Such rapid growth does not give him time to become accustomed to himself at any size before he grows even larger. Thus, people often expect more than they should of a child who is large for his age because he appears older than he is.
4. An extremely slow rate of growth. A child who grows slowly may worry about being a midget. In many respects he cannot compete with other children of his age. His interests may be different, and he may feel odd.
5. Uneven growth of the different parts of the body. Children whose hands or feet, for example, grow out of proportion to the rest of their bodies are likely to be clumsy and awkward which causes them to stumble and break things.
6. Inappropriate growth - growth in an unusual direction as in the case of the boy whose body develops more like that of a girl. This presents more serious difficulties in adjustment than the other problems mentioned.

Personality difficulties and emotional conflicts may be a result of fear of physical inadequacy even when a child's growth is not particularly different from that of other children. It is helpful to remember that fast - growing children may not be taller than average when their growth is completed. A child who appears undersized at a particular age may eventually catch up and even surpass the average, and uneven growth of different body parts is usually a passing phase of development.

DIFFERENCES BETWEEN BOYS AND GIRLS: Approximately halfway through this period the physical differences between boys and girls become very noticeable. Girls usually enter the period of rapid growth a year or two before boys do; the girls in any class above the fourth grade are likely to be taller and heavier than the boys. Although boys are usually larger than girls, girls be-

tween the age of eleven and fourteen tend to be larger than boys. By the time girls reach seventh and eighth grades, they are likely to be in the early adolescence period which boys do not reach until almost two years later. Girls usually reach their mature size about two years earlier than boys.

At about age eleven girls are generally a full year ahead of boys in physiological development. Most girls start to menstruate between the ages of eleven and fifteen and quite commonly at age twelve or thirteen their hips and breasts become rounded and their facial features take on an adult cast. Boys reach a period of sexual development between the age of fourteen - and - a - half and eighteen. By the end of the preadolescent growth spurt, girls are often about two years ahead of boys in sexual development.

As boys mature, muscular development becomes noticeable; they tend to become stronger than girls. Their shoulders broaden, and their chests expand. Although girls voices may become fuller in tone and better modulated, girls generally do not experience extreme changes that many boys do. Boys may be embarrassed by changes in pitch as their voice deepens.

Parents, teachers, and other adults who guide boys and girls in their home, school and other social and community activities during this period of later childhood need to recognize that most girls have a temporary superiority over boys in physical development during the preadolescent growth spurt, but by the age of seventeen or eighteen boys have caught up with girls.

File Code: 66.04.02.02.A2-0

Date Published: 7/22/75

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Mental Characteristics (10-13)

OBJECTIVE:

Identify mental development that occurs between the ages of ten and thirteen years.

EVALUATION PROCEDURE:

80% correct response on LAP test.

RESOURCES:

Attached Information Sheet: "Mental Characteristics of Later Childhood."

PROCEDURE:

Steps

1. Read "Mental Characteristics of Later Childhood."
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake LAP test until you score at least 80%.

Principal Author(s): B. Peterson

## Mental Characteristics of Later Childhood

As they grow older and develop more self-confidence, children want to know how and why things happen. In order to understand the answers to many of their questions, children must use mental images because often they cannot actually see what is happening nor how and why it is happening. In later childhood most children can do this kind of abstract thinking. They combine their great interest in facts of all kinds with their desire to understand what some things are made of and why other things happen. The result is considerable interest in science and mechanics.

Preadolescents want to know how adults get information, how they verify it and how they think through problems and arrive at conclusions. They want to know that the world is predictable, and they want to learn how to find out for themselves the rules by which the world is ordered.

Children of this age seem to have less interest in thinking about people and what they are like then they will have later, as adolescents. Their interest in things will diminish by comparison. Preadolescents seem to be trying to make sense and order out of the objective physical world so that they can feel comfortable in it.

Their physical, mental and social-emotional development are all interrelated; they cannot be really separated from each other. But the rate of growth in one of these areas does not necessarily tell much about the rate of growth which may be expected in another.

Later childhood is characterized by a steady rate of mental growth, apparently unrelated to the physical growth spurt. Whether a child matures physically early or late does not seem to affect the general pattern of his mental development. Like physical growth, mental development tends to follow a general pattern, but just exactly when any child will reach a particular level is a highly individual matter. Children differ as greatly in intellectual as they do in physical development. Children of the same age are not likely to be at exactly the same level of general intellectual growth.

Although girls reach physical maturity before boys do, there is relatively little difference between the sexes in intelligence. However, there do seem to be some significant differences between boys and girls in the kinds of abilities in which they are superior. According to intelligence tests, boys seem to be slightly superior to girls on items involving science and mathmatics, while girls do somewhat better on verbal items in tests. It is important to remember, however, that the difference found among individuals of the same sex are far greater than those found between the sexes.

A child reveals his intelligence by the way he meets new experiences and responds to problem situations. Among the specific ways in which children in later childhood show their intelligence are:

1. By their sensible answers to questions.
2. By their use of language.
3. By their success in understanding the precise meaning of words.
4. By the extent to which they can see significant likenesses and differences and detect absurdities in a situation.
5. By their ability to see significant elements and to comprehend cause-and-effect relationships.
6. By their ability to see verbal and mathematical relationships and to make generalizations.

7. By their ability to do abstract thinking and to define abstract words.
8. By having such information as might be acquired by an alert boy or girl of this age in daily contact with things and persons.

These mental abilities are necessary in order to become educated. Together they make up what is commonly called intelligent behavior.

Although heredity may set the limits of an individuals intelligence, other factors influence its development. A child's home background, the experiences he has and his education help or hinder his mental growth. Intelligence develops with use. From about 12 years on, education appears to play an increasingly important part in mental development. Also, each child has his own unique combination of mental abilities, some stronger, some weaker.

By the beginning of later childhood, children are able to use the same kinds of basic processes in their thinking as adults use, but not in so well developed a form. For example, children can pick out similarities between different things, but likenesses may be of a superficial nature. The answers of boys and girls of this age to what, where, when and why are generally different from grow-up's answers for several reasons. Pre-adolescents have less knowledge and more limited experience; their understanding of themselves and others is more limited; their judgement is more likely to be colored by their emotions; and they have not developed a general view and philosophy of life by which to organize their facts and thinking.

Nevertheless, by the end of later childhood most children have acquired basic concepts and developed mental abilities which enable them to take on some of the simple activities carried on by adults. With some guidance, boys and girls of this age may be given some of the privileges and responsibilities which will continue into their adult life.

At any age it is important that one be ready to learn at the time the learning is attempted. A person must have not only the physical and intellectual development that is required, but also the background on which the new learning is to be built and the attitudes that will be favorable to progress. Trying to learn something for which one is not ready makes the learning process painful and much slower than it needs to be. It may even damage the person's self-esteem. It may also create the feeling that one can never achieve in this task - and this feeling may spread to other learning tasks.

In later childhood there is a strong emotional readiness to learn. A sense of security and self-esteem acquired during these years enables the child thereafter to use his abilities to the best advantage. On the other hand, any disturbance in his emotional relations may affect his learning unfavorably.

Progress in learning depends on satisfaction. What constitutes satisfaction varies with the particular child and the particular circumstances. A parent's or teacher's approval, if given in the presence of his gang, may embarrass a 12 year old. Only when parents see the world through the child's eyes can they really know what pleases and displeases him.

Children like schoolwork in which they can succeed and which seems useful to them. They seem to find satisfaction in definite tasks like arithmetic in which they can see results. They prefer activities in which they participate even though some children's absorption in television seems to misrepresent this fact.

Children who have mental vitality and efficient study habits tend to do their homework as a matter of course if it is not too dull and boring. Those children who lack this vitality are not likely to do their homework unless its made interesting and important to them. Many children worry about their grades. Low marks on report cards often lead to dissatisfaction with school

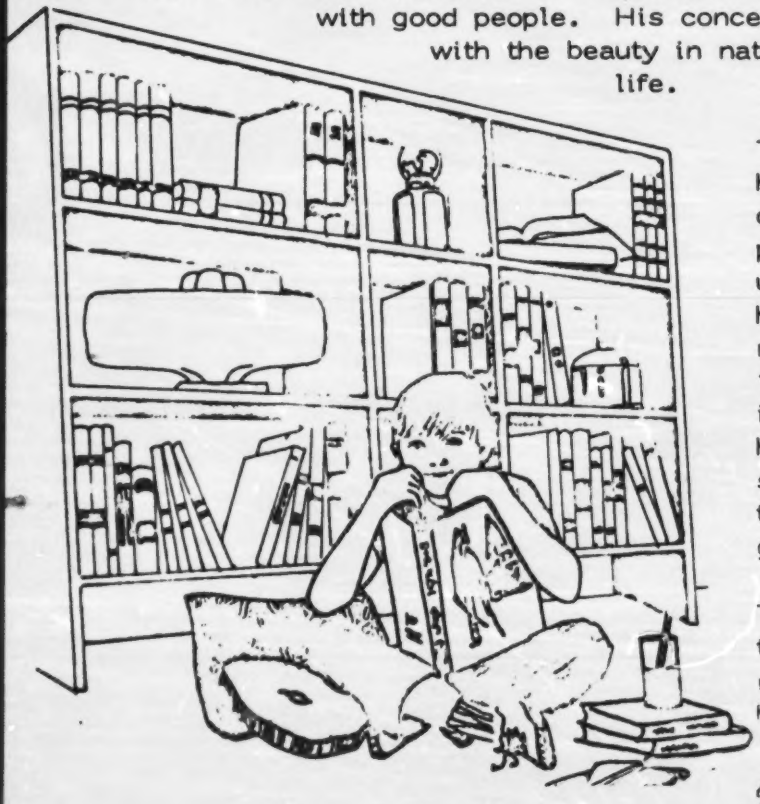
and dissatisfaction leads to dropping out of school. Non-promotion sometimes increases the child's feelings of inadequacy, which may also affect their relations with other pupils.

Boys, in general, get poorer grades than girls and, according to the teachers, put forth less effort. One explanation of this fact is that the elementary school is a feminine world in which boys are not at home, which means that it does not meet the needs of boys as well as it meets the needs of girls of the same age. On the positive side, school achievement meets many children's emotional requirements for respect, recognition, affection and approval.

Interest in language is still strong in these preadolescent years. The number of words recognized and the number of words used increase as the child grows toward maturity. There is a great gap between the number of words he knows and the number he uses. Reading is an important factor in increasing and enriching vocabulary. His own actual experiences, however, still contribute most vitality to a child's vocabulary.

The language girls use is generally more emotional than that of boys. Girls "just love" or "can't stand" another girl, a song or a movie. Boys do not usually state their feelings in these extreme terms. They are more likely to apply slang to the object of their feelings rather than to speak of their own feelings. For example, a boy might express his dislike of another boy by saying, "He's a Creep!"

Children of this age still learn the meanings of words chiefly through their own firsthand experiences. A child's idea of good is formed by his experiences with good people. His concept of beauty is created through experience with the beauty in nature, art, music and other aspects of life.



The kind of language spoken in the home makes a difference in the language development of children. The greatest progress in eliminating errors of speech usually occurs in the primary grades, however, noticeable progress is also made from grade four to grade six. A 10 year old who has acquired incorrect, inappropriate habits of speech is definitely handicapped. Children whose parents speak well and are interested in many things have a very real advantage in language development.

The age of a child's associates is related to his language development. In this respect the younger children in a family have an advantage. They gain a great

deal from their conversations with older brothers and sisters whose language is somewhat in advance of theirs. Twins, especially if they lack this stimulation, tend to be relatively delayed in language development; occasionally they develop a secret language which meets most of their social needs.

Secret languages such as "pig Latin" appear in this later childhood period. This interest in secret language may be directed into an interest in the study of a foreign language in these grades, if it is introduced in such a way as to fit the children's level of maturity.

Slang comes into common usage in this period. That "the rest of the gang uses slang" is to a 10 year old sufficient reason for adopting it.

Swearing is another language response which may make its appearance in this period. Young children use such words probably without half understanding their meanings. If the words produce an exciting effect on some adults, children tend to repeat the experiment. If the words are ignored, a child may drop them of his own accord. Older boys and girls are most likely to stop using socially objectionable words if they learn a better vocabulary and if their own age group disapproves of the objectionable ones.

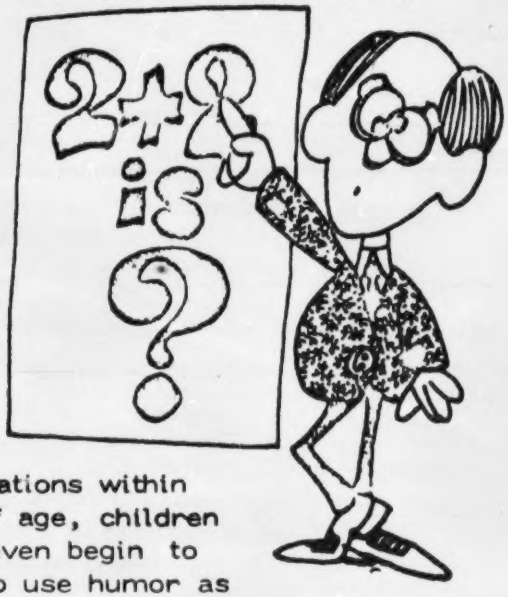
From Oral to Silent Reading. During later childhood, children attain their maximum speed in reading aloud. At about the fourth grade, the silent reading rate begins to move ahead of this oral reading rate. The rate of silent reading varies greatly with the kind of material and print, the child's interest in the material, the purpose for which he reads it and his familiarity with the field.

On the other hand, if severe reading problems have persisted to this time, they may cause personality disturbances. Causes of reading problems may be physical, psychological or environmental, or a combination of these. They include visual and auditory defects; insufficient mental maturity for the reasoning processes involved in reading. Problems may be caused from a poor start in the primary grades because of absence, change of schools, poor teaching, an inadequate background of experience with things and with words. Also, speech defects, personality and emotional factors; a hostile or apprehensive attitude toward reading; and the conviction that one is a failure in reading.

By the time children are able to read for their own pleasure, the differences in interests of boys and of girls are seen in what they choose to read. In their eagerness to make and do, to collect facts, to experiment and to be manly and adventurous, boys like to read about magic, scientific experiments, adventure and heroism. In addition to adventure and mystery, girls prefer stories of home and school life. Interest in comics, more than any other kind of literature, is shared by both boys and girls.

In arithmetic, as in reading, experience comes first in the learning process. Successful achievement in problem solving in sixth grade arithmetic depends upon various factors. Among them are: (1) skills in addition, subtraction, multiplication and division; (2) ability to think abstractly; (3) general reasoning

ability; (4) general language ability; (5) skill in the reading of graphs, charts and tables. Again, as in reading, there will be a wide difference in the math skills of the children in any one class.



During this age period, children interested in music may develop skill in playing the piano, the violin or some other musical instrument. Their sense of rhythm, discrimination of sound, associative memory and muscular control are almost as good as they will ever be.

Around the beginning of later childhood, children's humor seems to center around nonsense rhymes, comics and exaggerations. Boys and girls of this age delight in masks and costumes. They laugh about comical situations within their own experience. By about nine years of age, children enjoy the element of surprise in stories and even begin to enjoy jokes on themselves. Still, they like to use humor as a weapon against others.

The sense of humor changes with age. In one research study it was found that after they reach the age of 10, children rarely laugh at stories of other people's misfortunes, although they may laugh at pictures of people in trouble until the end of preadolescence. If the sense of humor is growing as it should however, humor is gradually replaced by a sense of sympathy for others.

The keeness of the sense of humor also depends on the individual's knowledge of himself, of other people and of the relationships between people.

Between the fourth and seventh grades the family-group atmosphere of the classroom changes to an age-group feeling. Now children become more interested in other children and what they think of him than in what the teacher thinks of him. Children may even gang up against a teacher who misunderstands them.

A child's social relations have much to do with his satisfaction in school. Failure to make and keep friends may cast a shadow over other aspects of school life. Lack of skill in games or in handwork may prevent a child from finding his place in the group.

File Code: 66.04.02.03.A2-0

Date Published: 7/22/75

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Social-Emotional Characteristics (10-13)

OBJECTIVE:

Identify social-emotional characteristics and changes occuring during the ages of ten to thirteen.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Social-Emotional Characteristics (10-13)".

PROCEDURES:

Steps

1. Read "Social-Emotional Characteristics (10-13)".
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): B. Peterson

## Social-Emotional Characteristics (10-13)

The preadolescent lives in two worlds - the society of adults and that of children. He must adopt himself and pick his way among the demands of these two societies as well as those of his own personal needs and desires so that he feels accepted by both adults and his peers and maintain his own self-esteem.

As the child starts school, he takes his first major step toward independence of his family - a process that continues in healthy children until they have reached adulthood. As the child begins to pull away from his parents, he needs support and emotional strength to help him. He finds this in company of other children who are in the same boat. These children have codes of behavior, rituals and special ways of dressing; a child follows these to gain the feeling of belongingness that he needs. Through following the pattern of the gang and through development of his own skills and earning respect because of them, the child wins a place among his age-mates that provides him with a kind of independence from the family.

Growth of any kind, particularly social-emotional growth, is in part a matter of breaking up old patterns and establishing new ones. This is not easily done and often causes pain and distress, not only to the growing person but also to those around him. The social-emotional development of the child is affected by the course of his intellectual and physical growth. When a child's progress in physical and intellectual development is favorable, he is likely to have less difficulty in his social-emotional growth than the child who has special physical or intellectual problems. Illness and accidents affect social adjustment. For example, the child with a heart condition that prevents him from taking part in athletics is doubly handicapped. To do well in sports gives a boy of this age self-esteem and helps build his growing sense of masculinity. Boys who do not take part in competitive games are often called "sissies".

As children enter the period of later childhood they are beginning to realize that people have different ideas, values and beliefs. The child's behavior changes as a result of what he learns through his broader social experiences. He is learning to accept reality, even when it is unpleasant and is taking greater responsibility for his own behavior.

However, the importance and influence of parents persist during the school days and throughout the school years. No matter how important a child's own friends and gang become, his parents have their own special place. The child continues to need them and to feel a sense of belonging with them. They need to be guided, encouraged and to be secure in their love. Often, during these years, a child is not aware of how important his parents are to him until

he gets sick or is left out by his friends, or needs help on his homework.

Parents usually allow children of this age increased responsibility for their own behavior and to make their own decisions. However, the preadolescent is likely to resist adult interference. They may rebel if told, "You can't play with Johnny", or, if asked, "Why don't you ask Betty over to play with you?" They are frequently indifferent to social graces and impatient with the little acts of politeness for which they see no reason. In polite society this attitude is a major source of conflict with adults. Yet when grown-ups are not around, children will often pass on to their friends the very standards and values that they objected to the day before in discussion with their parents. During this period when preadolescents are making their social adjustments to one another, they tend to avoid adult supervision.

Children seem to want a great deal of attention from their parents around the age of 11 to 13 years. Yet, at the same time, they also need privacy from them. They want a place to keep their belongings where they can feel that no one will touch or pry - preferably a room of their own - a place where they alone can say whether the door is to be left open or shut.

The preadolescent wants to take part in family decisions. He likes expressing himself regarding family vacation plans, what his chores should be and how much allowance he should have. He generally does not spend his allowance wisely, nor even in such a way that he gets the satisfaction he wants. By the end of later childhood he is beginning to recognize that allowances do not grow on trees and to understand the relationship between allowance and family income.

Friends and the gang are of primary importance now and make the greatest claims on the child's time and interests. By the end of later childhood most children go along with their peers in respect to dress, manners, speech and games.

School relationships cannot be a substitute for those of the home. However, in instances where a child is disturbed by an unhappy home situation, a good relationship with his teacher may relieve him. Children - even the ones who put on an air of indifference - are very sensitive to their teacher's attitudes toward them.

The teacher sometimes encounters group resistance when the whole class will gang up against him or her. Children need to test limits, to see how far they can go, how much they can get away with. In their moments of greatest rebellion children need to feel that their teachers, as well as their parents, can take it and will not cast them out.

During later childhood a considerable amount of sibling rivalry and competition - in the line of teasing, bickering, quarreling and occasional fighting is likely to occur in all families. Even though parents often feel that brothers and sisters are "at each other all the time", this is usually because fathers and mothers are more aware of disturbances than of quiet times in family life. Children are likely to stand behind their own brothers and sisters if someone threatens or attacks one of them. This loyalty to the family may be quite disturbing to the preadolescent if it happens to conflict with his gang. Such situations may occur when two children in a family are fairly close in age but of opposite sex.

At the beginning of later childhood, friendships may not last very long and may be unpredictable. The preadolescent tends to choose friends of about their own age. The reasons they choose friends are primarily personal; they choose friends who are cheerful, kind, cooperative, generous, honest, even-tempered, polite and agreeable. They are likely to break off friendships with children who are conceited or "bossy", disloyal or underhanded, bullying or quarrelsome, dishonest or untruthful, uncooperative, noisy or silly.

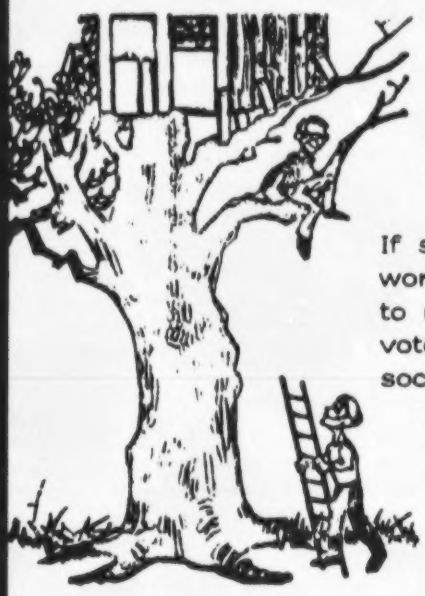
As the preadolescent grows older they usually show an increasing preference for responsibility in their friends. They also care more about cleanliness and neatness in personal appearance.

As children mature and their interests become more clearly defined, their friendships based on mutual interests become much stronger.

Establishing himself in a group is most important to a nine or ten year old. During these years team spirit, class spirit and group loyalties begin to develop. From approximately the fourth grade on, groups become more decided as to who belongs and who does not. A child who was just tolerated but not really wanted is usually left out now. He may remain mostly alone or he may develop a friendship with another child who is also an outsider as far as the group is concerned. Sometimes one child in particular is not accepted and may even be used as a scapegoat - not only is he left out, he is also harrassed by the group because of it.

During the later childhood years membership in children's groups tends to become more constant, particularly in Boy Scouts and Girl Scouts. Even when groups spring up on their own, there are rules and regulations by which members must abide. Secret passwords, badges, rituals and special meeting places emphasizes the members feeling of belonging.

It sometimes happens that a child is constantly rejected by the group he tries to enter. He may feel so undesirable and cut off from his peers that he returns to seeking approval from adults. Such a child often becomes a "good boy" or a "good girl".



Groups, gangs and clubs provide many worthwhile experiences for children's growth. They help children to learn from one another how to get along in social situations and how to be considerate of others.

If school problems require action by the entire student body, working through groups is effective at this age. Children like to make rules and regulations for themselves. They like to vote - to express their feelings. They want to work out their social relationships for themselves. By the end of this age period, social affairs become increasingly important and the children want them to be more like adult parties than the children's parties they have known.

The possibility of harmful learning from the wrong kind of group experiences should be recognized. A delinquent gang may be formed as a way of meeting children's need for belonging to a group of their peers. It may be the only way its members have for gaining feelings of security and adequacy. It is also a way children of this age can assert the independence from adults. To gain status with the gang, 10 year olds may steal or commit other crimes. Loyalty to one's group often takes the form of hostility to other groups. Out of this antagonism arises gang warfare.

One of the most important values to be found in a group experience is training for leadership. Studies indicate that children who lead their groups through understanding, skill and cooperation are most successful. To be genuinely successful leaders, children need to develop self-discipline, be able to grasp abstract ideas, recognize social ideals and become sensitive to others personalities.

Later childhood is a very important period in the development of leadership. Some of the most important lessons to be learned is how to replace the loud language, bullying and attention getting boisterousness character of middle childhood by more mature behavior. This being self-control and the ability to get along with others through sympathetic understanding and tolerance.

During later childhood, children's interest in games and sports is usually at its height. Almost every type of game appeals to them - indoor, outdoor, serious and silly. The years between nine and thirteen are the ideal time for boys and girls to explore the arts and crafts, to experiment in handling tools and materials and to begin to develop their skills in these important creative activities.

Many preadolescents delight in campfires, scouting, hunting and other primitive activities. During these years, games of chase and playing with toys becomes less popular. Imaginative play decreases during this age. There is a rapid decline in doll play and boys lose interest in playing cops and robbers, G-men and spacemen. By 13 or 14 there is a marked falling off of interest in childhood games.

Boys and girls seem to differ more widely in play interest between the age of eight and ten than at any other age. This is probably due to the social division between the two sexes that occurs at this time.

In later childhood, when a boy's interest in a girl, or a girl's interest in a boy is considered unseemly and perhaps even ridiculed by boys and girls of the same age, children's strongest attachments are to members of their own sex.

Children take part in what seems to be a good bit of silliness, but which is often a means of showing their interest in each other. They play practical jokes, giggle, roughouse, tease and converse in secret languages. Most boys and girls like to express affection for their chums, but they do it in different ways. Girls put their arms around each other, whisper and giggle together. Boys punch each other and wrestle. For both boys and girls, hero worship is common and they may have "crushes" on grownups, as well as on friends of their own age.

Up to this age the child has remained primarily self-centered - that is, he has tried to behave so that others would react in ways that would be pleasant to him. During later childhood, a child's behavior begins to reflect genuine consideration for other person's feelings of pleasure and satisfaction. His satisfaction comes from seeing his friends pleasure rather than from any approval he himself may receive.

During later childhood children also become more objective of themselves. They begin to realize that they are individuals who belong in certain categories - social, religious, national, economic, cultural, racial and so on. They also see themselves as unique personalities. They learn about these from the treatment they receive from their peers and from the names they are called - "Skinny", "Fatso", "Muscles", "Red", "Stupid", "Brain", just to list a few. The child's realistic view of himself is built on his own recognition of his skills and abilities as compared with those of others his own age.

Mountain-Plains Education & Economic Development Program, Inc.

Glasgow A.F.B., Montana 59231

File Code: 66 04 02 04 A2-4

Date Published: July 22, 1975

# Group Activity Package

Student: _____

Date: _____

TITLE: Growth and Development Discussion

OBJECTIVE:

Interpret the interrelationship between physical, mental, social, and emotional skills in the development of the child between ten and thirteen.

EVALUATION PROCEDURE:

Completion of group activity.

RESOURCES:

None

PROCEDURES:

Discuss:

1. How physical, mental, social-emotional skills are interrelated to each other; e.g., how do physical skills relate to mental and social emotional skills?
2. Give examples from experiences with children you know.
3. Make suggestions for guiding the child during this stage of development.

Principal Author(s): B. Peterson

File Code: 66.04.02.05.A2-0

Date Published: 7/22/75

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

# Learning Activity Package

Student: _____

Date: _____

**PERFORMANCE ACTIVITY:** Development Characteristics in Later Childhood

OBJECTIVE:

Identify ways the child develops:
a. feelings of security and adequacy
b. self-discipline
c. constructive attitude

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Guiding Children in Later Childhood".

PROCEDURES:

Steps

1. Read "Guiding Children in Later Childhood."
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): B. Peterson

# GUIDING CHILDREN IN LATER CHILDHOOD

DEVELOPING FEELINGS OF SECURITY AND ADEQUACY: What are feelings of security and feelings of adequacy? A person feels secure when he has a sense of belonging, of being liked and welcomed just because he is himself. Security is based on being accepted because of who one is.

A person feels adequate if he feels satisfied with what he does for himself or others. Feelings of adequacy depend upon what one is and what one can do. The more secure - that is to say, sure of being valued for being one's self - the more likely a person is to feel he can do whatever is expected of him.

As the cherished infant becomes the toddler, his feelings of worth depend on others besides his mother. As the child matures, everyone in the family contributes to or takes away from this feeling. During the middle childhood years the child begins to compare himself with what other children do at school as well as at play.

As the child grows into preadolescence, his feelings of security and adequacy are a result of whether or not he is a welcome member of a group of persons his own age and sex, and also how he performs in school and at play in comparison with individuals who make up that group. The appreciation and approval of parents, no matter how loving and understanding those parents may be, will not, from now on be enough for Mary and Larry. They will have to feel valued friends to the Tom, Dick and Harry who are of their own age, if they are to be able to develop their greatest possibilities.

The preadolescent lives in two worlds. One is the world of adults, which is peopled by family, relatives, teachers, and all grown-ups. These are mostly "authority figures" who are adults in a position that have more or less control of the child's activities. The other world is a society made up of boys and girls of his own age, and children older and younger than he is, whom he meets at home, at play, and in school.

As the child grows older, his attention shifts to the world of children. This is as it should be, for it is mainly in the company of persons his own age that Larry will train for work and later earn his living. It is also usually from this group that Mary and Larry will choose a marriage partner with whom to spend their adult lives.

We recognize that as the child grows and develops he needs to belong to ever-widening circles. We also know that belongingness is a two-way process; as the child emerges from the warmth of his family circle and comes into a neighborhood play group, he begins to learn that his behavior will make the group accept or refuse to accept him.

We have to face the fact that all through life the only basis on which others can judge us is the way we act, our behavior. Certain individuals outside the family circle accept others regardless of what the others do. This is the role of teacher, counselor, minister, or anyone to whom a person in difficulty confides his problems and who is trying to help that person improve his behavior. As he grows older and his life broadens, each child must gradually learn to behave in ways that are acceptable. He must also learn to develop abilities which are valued in the ever-widening circles to which he wants to belong and in which he needs to feel adequate.

Because boys and girls still need affection and acceptance at home, but also have a strong need to belong to their own age groups, the preadolescent often encounters conflicts between parents and his family group and his peer group. Because of their broadening interests and ever-widening circle to which they want to belong, conflicts generally increase. Parent - child relations are subject to considerable strain as a result.

One of the things that concern parents and teachers most about children of this age, is their loss of interest in schoolwork. Many of them actually state that they do not want to excel in schoolwork or grades. It is hard to understand this attitude in preadolescents with all that is said about their intellectual interests, their eagerness to know how and why things happen, and their desire to find the world predictable and subject to rules which they can understand and count upon.

To understand this contradiction we must remember some of the things we've learned about the preadolescent. First, that they are rebelling against - or, at least questioning - the authority, standards, values, and goals of all adults. Second, if the code of the peer group belittles good grades, it is very hard for an individual boy or girl to want these at the price of group approval and acceptance. Girls, especially, begin to want the admiration of the opposite sex and "a brain" does not easily achieve such popularity.

All this means that what they are asked to achieve in school must seem meaningful and purposeful to them, both in their present needs and interests and relations to their hopes and goals for the future. They need to see intellectual interests exemplified by parents and teachers who value learning.

UNDERSTANDING OF SELF AND OTHERS: At the beginning of later childhood, nine-year-old Larry and Mary are children. They speak, they understand, and they think as children. By the end of later childhood, when Larry and Mary enter their teens, they have begun to put away childish things; they are taking the first stages toward becoming a man and a woman.

From birth to adulthood - and in a sense throughout life - each one of us continues the search to find himself and to develop his unique personality. As a person goes through life, he often identifies himself with other persons and with different groups. In all his relationships he strives to establish his own identity, to be his unique, individual self, and to find his place in the world.

During the years from age nine to about thirteen, the child learns more and more to see himself through the eyes of his classmates and playmates.

In studying this age period we have noted that the way their own age groups see them may become more important to Larry and Mary during these years than the way adults see them. Gradually, these boys and girls realize that when seen through the eyes of their peers they look quite different from the way they look to parents, teachers, and other adults. When preadolescents find themselves living in two worlds - the world of adults and the society of children - they try to straddle them. If at times a choice must be made, their preference is likely to be for approval of the peer group, but they still feel deeply the need for acceptance by parents and teachers.

Nine-year-old Larry and Mary are still self-centered children as they enter preadolescence. The great change that occurs in the next four or five years is the capacity to put someone else's interests before one's own. When a child changes from being self-centered to other-centered, he takes a giant step on the road from childhood to adulthood.

To see one's self through the eyes of another person requires that one imagine himself to be in the other's place. Children can make considerable progress in their ability to do this. Larry can begin to understand how a friend feels when he is selected for a team and his close pal is not. Mary realizes how her best friend feels when a club of girls invites her to join and her friend is left out because one member of the group does not like her. As they go through later childhood years, boys and girls are capable of genuine sympathy.

By the end of later childhood, Mary may be so sensitive to the hurt feelings of her left-out friend that she will hesitate to accept the club's invitation to membership unless her friend is also asked to join. Mary is beginning now to reach the point where her friend's happiness may be as important to her as her own, and she may even be ready to sacrifice some of her own pleasure for the sake of her friend.

Because these years mark the end of childhood, each child must learn to give up his childish role. The years that follow are actually the transition period from childhood to adulthood. Each individual boy and girl has difficulty understanding the contradiction in himself between the child who still yearns for dependence and the emerging adolescent striving to become an independent person apart from his family. The preadolescent is likely to teeter between them and become bewildered by the inconsistencies he finds in his own behavior.

SELF-DISCIPLINE, RESPONSIBILITY, AND FREEDOM: Children should experience both freedom and control at every stage of their development. Adult control forms the background from which control by the child himself develops. The ultimate purpose of all control from without - that is, control exercised by others - is self-control or self-discipline.

Responsibility and freedom also go hand in hand. At all ages it is important that neither too little nor too much be expected of a child, so that he may meet success and get a satisfying sense of accomplishment from doing so. Knowing what responsibilities a child is able and ready to take is a good general guid in giving him freedom.

Children of this age are acquiring many new abilities and tools with which to meet increasing responsibilities and freedom. They recognize the importance of rules and laws and are interested in them. They can understand what is meant by being fair and just in their relations with others. Many are even trying to put the happiness and welfare of others ahead of their own.

Children of this age usually have a pretty good sense of time, so they can be expected to be punctual - most of the time. They begin to show increasing preference for responsibility in their friends. Many preadolescents are ready with some guidance, to take on some of the privileges and responsibilities which will continue into their adult lives. It seems that boys and girls of this age could be given much more responsibility and greater freedom than they could safely be allowed a few years earlier.

There is another side to this picture, however. As we have seen, there are many apparent contradictions in the behavior of children during these years. They often resort to childish reactions, such as temper tantrums, fighting and sulking. They are often greatly in need of understanding and adult guidance to help them find acceptable outlets for their feelings. Yet they are likely to resent such guidance.

Children of this age are often in open rebellion against adult control. They tend to resist any adult authority or interference with their plans and activities. They are likely to be thoughtless, noisy, and untidy. They frequently are impolite - even rude. Often, in their own group control, they resort to disciplinary methods and punishments of their own members which are actually cruel. Their treatment of a child rejected by their group is likely to be so unkind that adults in any position of responsibility for children cannot tolerate their behavior.

So, in some ways, children seem to adults to be less dependable during later childhood than they were in the years of middle childhood. In spite of all the gains he has made, children of this age need to test adult authority and to try to stand on their own two feet, which often leads to defiance of rules and regulations.

Parents have new roles which they must learn to accept as the child frees himself from dependence upon them.

From all that we have learned about children between the ages of about nine to thirteen, it is evident that they are developing increasing self-control despite frequent lapses into behavior showing lack of self-discipline.

Preadolescents certainly do need a considerable measure of adult guidance and control. It is important that children learn to use increasing amounts of freedom wisely as they grow older.

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# Group Activity Package

Student: _____

Date: _____

**TITLE:** Group Discussion (Later Childhood)

## OBJECTIVE:

Discuss ways the adult can give the preadolescent opportunities to develop his feelings of security, self-discipline and constructive attitudes.

## EVALUATION PROCEDURE:

Completion of group activity.

## RESOURCES:

Attached discussion questions.

## PROCEDURE:

### STEPS

1. Divide group into three smaller discussion groups.
2. Each group review a different set of discussion questions. Discuss together as a group and determine the best possible answer.
3. Choose a spokesman or spokesmen to present your answer to the whole group.
4. Take part in discussion of all group presentation.

**Principal Author(s):** B. Peterson

# CONSTRUCTIVE ATTITUDES TOWARD CHANGE

Discussion Questions:

1. What might parents do to prepare themselves for their changing roles as parents of preadolescents? How can they cooperate with their children in establishing the different kind of parent - child relationship which is characteristic of preadolescence?

2. Looking at yourselves as adults responsible for the guidance of children what do you find are your own attitudes toward our rapidly changing world? Are you able to feel optimistic? Or are you perhaps so overwhelmed that you yourself evade facing the issues and would be hesitant to let your children freely discuss their fears with you?

3. Do you discuss the worldwide problems of mankind with your children? If so, with what results? Can you suggest specific ways in which you can help boys and girls of this age to be hopeful about the possible outcome of modern scientific discoveries?

4. What do you think are the attitudes of the preadolescents you know toward the rapid changes taking place in our world? Do you think that adults can be helpful to them, and if so, how?

# SELF-DISCIPLINE

Discussion Questions:

1. Do you think the homes and schools of your community are, on the whole, doing a satisfactory job in helping boys and girls of this age to become self-disciplined? If you do, how would you say they accomplish this? If you do not, what are the weak points in their training of children which are responsible for this failure? Could you suggest better methods of developing self-discipline in children of this age?

2. From what you have learned about children of this age, list specific responsibilities which you think most boys and girls can reasonably be expected to assume in the home. In the school. In the community. What benefits do boys and girls derive from carrying such responsibilities?

3. Are there situations in which adults have to insist upon certain types of behavior by children of this age in order to protect them from danger or to maintain habits important to health? If so, what rules should be held to and how might they be enforced? What about situations involving consideration of the rights of others? Do adults have to insist upon those?

4. Preadolescents are, in a general way, ready to accept control by the group. What are some of the situations in which adults can allow a group of this age to take control? What do children learn from such an experience that is training in a democratic way of life? What are some kinds of situations that should not be intrusted to the control of a group of this age?

# FEELINGS OF SECURITY AND ADEQUACY

Discussion Questions:

1. Why does the preadolescent often demand increased attention from his parents while, at the same time, he wants a room of his own where "Don't come in without knocking" and "Hands off my things" are the rules he insists upon? What attitudes should parents take toward such apparent inconsistencies?

2. When the preadolescent rebels against his family's rules, he is almost certain to insist that no others in his gang have such rules in their families. This is often a difficult challenge for parents to meet. What ways of meeting it would you suggest? Would the way you meet it depend upon the rule or issue involved?

3. The preadolescent's relationships to brothers and sisters are likely to change during this period. What are some of the problems that frequently arise? How would you, as a parent, handle them?

4. Susie is an early - maturing girl. She is somewhat scornful of the clothes, interests, and activities of most of her classmates and is constantly nagging her parents to let her dress in a more sophisticated fashion and participate in the social life of the older boys and girls. If Susie were your daughter, how would you handle this situation?

5. In what ways do secret passwords, badges,special rituals, and special meeting places contribute to the sense of security of members of a preadolescent group? Do you think the ruthless treatment frequently given by boys and girls of this age to a child who is leftout of their group often has a similar purpose? How might parents and teachers help when some boy or girl is feeling hurt at being left out? What facts would adults need to know about such situations in order to be of help.